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ABSTRACT

An evaluation of the final year of the Lincoln, Nebraska, public schools experience-based career education (EBCE) program focused on three major components: student outcomes, parent evaluation, and community sites. The Career Maturity Inventory (CMI), the Intellectual Achievement Responsibility Questionnaire (IAR), and a locally developed survey were selected as measures of student outcomes: (1) career awareness and information, (2) self awareness, (3) career decision making and planning, (4) application of learned skills to jobs, (5) positive view of school and working, and (6) good work habits. Pre- and posttesting showed minor differences except for slightly more positive results on the IAR. (Data tables are presented.) A questionnaire surveyed the satisfaction of participant community sites with the program. Focus was on personnel perceptions of student learning, working with students, student conduct, and recommendations for the future. Longer involvement, it was found, led to greater acceptance of the program. A parent survey focused on perception of program impact. Responses indicated positive attitudes and a general feeling of some influence on students' planning and work attitudes but not on behavior at home or perceptions of school. (Appendixes include descriptions of the CMI and IAR, student outcome data, and student, community site, and parent survey instruments.) (YLB)

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THIRD YEAR REPORT: EBCE PROJECT

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THREE-YEAR SUMMARY OF EBCE PROJECT EVALUATIONS

The three-year involvement of the Lincoln Public Schools with the Experience Based Career Education (EBCE) Program was evaluated annually and the focus of the project evaluation continuously refined. This section provides a recap of the evaluation reports for 1977, 1978, and 1979.

First Year Report (1977). The focus of the first year's evaluation was primarily on progress made in implementation of the program. As an introduction to the evaluation report, process objectives of the program were presented in tabular form. Three major areas of emphasis were included in the body of the evaluation: measurement of teacher attitudes toward the basic principles of EBCE and their interests in the various instructional roles of EBCE, a description of the first year's activities with students at the building level, and the results of structured interviews of building administrators and faculty associated with the project.

Teacher attitudes were described as largely supportive of the concepts involved in EBCE. About two-thirds of the teachers, however, indicated they would not choose to be involved in the project because they did not have the time.

Students and their parents were provided with information about the EBCE program during the first year, but only a small group actually participated in a pilot study during that year. Many students reported initial interest in the program but less than half of these actually registered for participation. A survey at one high school indicated three major reasons behind the difference between reported initial interest and actual enrollment: scheduling conflicts with other courses (88%), their desire to finish high school requirements (60%), and scheduling conflicts with extra-curricular activities (50%).

Interviews with building personnel showed that the project staff was generally seen as helpful in implementing the initial stages of the project, but the staff were not seen to be as helpful in the more specific aspects of the program such as planning Academic Resource Centers (ARC'S). At the end of the first year, building personnel felt that their major weaknesses were in the exploration and ARC phases of the program.

Second Year Report (1978). The second year of the EBCE program was the first for full student participation and the evaluation report focused on student outcomes, process evaluation, student site evaluations, community site evaluations, and parent evaluations of the program. The process evaluation concluded that the second year could be regarded as a success because the process objectives had been completed. The program had strong exploration and guidance components operating in all high schools with only the ARC'S not well established. The project had been well received by the community sites involved. More importantly, the students and their parents had positive feelings about the program.

There were no significant district-wide changes in student scores on the instruments used to assess student outcomes.

In their site evaluations, students were inclined to rate hands-on experience as interesting and classroom-type lectures as boring. They considered site personnel to be enthusiastic and able to relate to them. In most cases, the students felt they had learned something and said they would recommend the site to other students.

Community site personnel surveyed were generally positive about the experience but had many suggestions for improvements. Most indicated they planned to continue with the program.

Parents surveyed indicated favorable reactions to the EBCE program for the most part. Major reasons given for their positive feelings about the program included the informative aspects such as career exploration and broadening of their children's interest in future vocations.

Third Year Report (1979). The third year report zeroed in on the three major components of the EBCE program: student outcomes, parent evaluation, and community sites. In the later two areas, differences from the previous year were apparent in degree of "positiveness," pointing to a gradual growth on the part of students involved and the increased incidence of positive attitudes on the part of parents and community site personnel. Evaluation of student outcomes showed only minor differences in pre and post-tests except on the IAR which showed slightly more positive results in three of the four high schools.

Community site personnel surveyed during 1979 received a somewhat different questionnaire form from that of 1978, but for those items where comparison was possible, the responses generally showed a greater number of positive responses. Some who had been tentative in their endorsement of the program during its first year indicated full acceptance at the end of the second year. A significant number offered more help or suggested other experiences which might be of value to EBCE students.

Although only a third of the parents returned the 1979 survey, the majority of those who did held positive perceptions of the EBCE program and their child's involvement in it. This was in agreement with the 1978 responses. Parents generally felt that EBCE made a difference in their child's method of planning for the future and in the way he or she perceived work. Parents did not think the program made a difference in their child's actions at home or perceptions of school.

STUDENT OUTCOME EVALUATION

by Paul Monkowski

The evaluation of student activities was based upon analysis of measures related to the student outcomes stated in the original project proposal. The project staff was asked to determine appropriate measures for each of the nine student outcomes. The outcomes and their assigned measures as determined by the project staff, are summarized in Table 1.

The Career Maturity Inventory (CMI) and the Intellectual Achievement Responsibility Questionnaire were selected by the project staff as best reflecting the project outcomes. The Career Maturity Inventory is a nationally published instrument, and the IAR is a research-developed instrument. Appendix A summarizes the logic in the development of the CMI and Appendix B summarizes the development and rationale of the IAR.

Results of Analysis of Performance on the CMI

All EBCE students were administered Parts 1, 2, and 4 of the CMI at the beginning and end of their first semester of enrollment in the program. In addition, each school administered these three parts to selected 10th grade students in order to obtain school information. The three parts were administered by a sampling procedure whereby each student took only one part. The tests were arranged in such a way that any classroom administered an equal number of each of the three parts hence assuring randomization. Results of the school data can be found in Appendix C.

TABLE I

Student Outcomes to Measurement

Outcome	Measure
1. Students will know about a greater number of careers and improve their understanding of the requirements and rewards of those careers	CMI Part 2
2. Students will know their aptitudes, interests, abilities and values and be able to relate them to various career alternatives.	CMI Part 1, IAR
3. Students will be able to make data-based career decisions and plans; each student will have a career/educational plan.	CMI Part 4
4. Students will understand the relationship between skills taught in school and their use in the world of work.	CMI Part 2
5. Students will have a positive view of the school as a useful personal resource.	Survey of Lincoln Students
6. Students will have a positive attitude towards working.	Survey of Lincoln Students
7. Students will have good work habits as rated by teachers and employers.	Community Survey (See "Process Evaluation")
8. Students will develop basic skills in reading, math, English, and social studies as measured by standardized achievement tests.	No current available measure
9. Students will be better able to perform those Adult Performance Level tasks needed for successful community living.	No available measure

PERFORMANCE OF EBCE STUDENTS

Student Outcome: Students will know their aptitudes, interests, attitudes, and values and be able to relate them to various career alternatives.

Measurement: CMI: Part I "Knowing Yourself"

Table 2 summarizes the results of the dependent t-test by school performed on responses to Part I of the CMI by EBCE students. The results indicated that there was no appreciable gain in self-knowledge over the semester of EBCE involvement in any of the schools. In comparing the posttest scores with the norms, it should be noted that all school scores were greater than the reported norms.

Measurement: IAR

Table 3 summarizes the results of the dependent t-test by school performed on responses to the IAR by EBCE students. Two schools, East and Northeast, exhibited a significant gain from pretest to posttest for both the positive and negative scale along with the total score. This indicates that EBCE students at these two schools assumed more responsibility for their actions, both positive and negative, at the end of the semester than they did at the beginning of the term.

Northeast students exhibited a significant gain only on the negative scale indicating that they assumed more responsibility for negative actions at the end of a semester of EBCE than at the beginning.

Table 2

Summary of Dependent t-test Performed on
Responses to CMI Part I: Knowing Yourself by EBCE Students

School	Pre	Post	t	p
LHS (N=50)	$\bar{x}$ = 12.84 sd = 3.96	$\bar{x}$ = 12.08 sd = 4.53	1.73	NS
East (N=28)	$\bar{x}$ = 15.07 sd = 2.23	$\bar{x}$ = 14.54 sd = 2.86	1.15	NS
NE (N=15)	$\bar{x}$ = 12.33 sd = 3.27	$\bar{x}$ = 13.53 sd = 3.70	1.25	NS
SE (N=25)	$\bar{x}$ = 13.20 sd = 3.56	$\bar{x}$ = 13.36 sd = 4.29	0.21	NS

NORMS $\bar{x}$ = 12.06
sd = 4.81

Table 3

Summary of Dependent t-test Performed on Responses to the IAR by EBCE Students

School	Pre	Post	t	p
LHS (N=50)	Positive $\bar{x}$ = 12.40, sd = 2.36	$\bar{x}$ = 12.52, sd = 2.90	0.26	NS
	Negative $\bar{x}$ = 11.38, sd = 2.59	$\bar{x}$ = 11.30, sd = 2.59	0.17	NS
	Total $\bar{x}$ = 23.78, sd = 4.34	$\bar{x}$ = 23.82, sd = 4.84	0.05	NS
EAST (N=29)	Positive $\bar{x}$ = 12.55, sd = 2.18	$\bar{x}$ = 14.14, sd = 1.62	4.07	< .05
	Negative $\bar{x}$ = 11.62, sd = 2.62	$\bar{x}$ = 13.28, sd = 2.09	3.51	< .05
	Total $\bar{x}$ = 24.17, sd = 4.01	$\bar{x}$ = 27.41, sd = 3.32	4.97	< .05
NE (N=15)	Positive $\bar{x}$ = 11.93, sd = 3.45	$\bar{x}$ = 12.40, sd = 3.33	0.57	NS
	Negative $\bar{x}$ = 11.47, sd = 2.45	$\bar{x}$ = 12.80, sd = 2.27	2.75	< .05
	Total $\bar{x}$ = 23.40, sd = 4.67	$\bar{x}$ = 25.20, sd = 4.78	1.62	NS
SE (N=23)	Positive $\bar{x}$ = 12.57, sd = 2.91	$\bar{x}$ = 14.17, sd = 2.54	3.40	< .05
	Negative $\bar{x}$ = 11.17, sd = 2.73	$\bar{x}$ = 12.35, sd = 2.87	2.03	< .05
	Total $\bar{x}$ = 23.74, sd = 4.74	$\bar{x}$ = 26.52, sd = 4.68	5.08	< .05
NORMS		Grade 10		
	Positive	$\bar{x}$ = 13.21		
	Negative	$\bar{x}$ = 12.68		
	Total	$\bar{x}$ = 25.90		

Student Outcomes: Students will know about a greater number of careers and improve their understanding of the requirement and rewards of those careers.

Students will understand the relationship between skills taught in school and their use in the world of work.

Measurement: CMI: Part 2 Knowing About Jobs

Table 4 summarizes the result of the dependent t-test by school performed on responses to Part 2 of the CMI "Knowing About Jobs:" by EBCE students. Only EBCE students at Southeast showed a significant growth in performance from pretest to posttest. However, all schools performed better on the posttest than the norm group.

Table 4

Summary of Dependent t-test Performed on Responses to CMI Part 2: Knowing About Jobs by EBCE Students

School	Pre	Post	t	p
LHS (N=50)	$\bar{x}$ = 16.62 sd = 14.38	$\bar{x}$ = 14.34 sd = 4.06	1.04	NS
East (N=28)	$\bar{x}$ = 16.96 sd = 2.17	$\bar{x}$ = 16.54 sd = 4.67	0.49	NS
NE (N=15)	$\bar{x}$ = 15.20 sd - 3.10	$\bar{x}$ = 15.47 sd = 3.56	0.41	NS
SE (N=25)	$\bar{x}$ = 14.96 sd = 3.45	$\bar{x}$ = 15.88 sd = 3.44	2.26	< .05

NORMS $\bar{x}$ = 12.23
sd = 5.04

Student Outcomes: Students will be able to make data-based career decisions and plans.

Measurement: CMi: Part 4: Planning Ahead

Table 5 summarizes the results of the dependent t-test by school performed on responses to Part 4 of the CMI "Planning Ahead" by EBCE students. None of the schools showed significant gains in scores from pretest to posttest. Performance was, however, appreciably better than the norm group.

Table 5

Summary of Dependent t-test Performed on Responses to CMI Part 4: Looking Ahead by EBCE Students

School	Pre	Post	t	p
LHS (N=51)	$\bar{x}$ = 11.73 sd = 4.10	$\bar{x}$ = 12.45 sd = 3.94	1.71	NS
East (N=28)	$\bar{x}$ = 15.64 sd = 2.35	$\bar{x}$ = 15.79 sd - 3.32	0.22	NS
NE (N=15)	$\bar{x}$ = 12.00 sd = 3.46	$\bar{x}$ = 12.13 sd = 3.23	0.15	NS
SE (N=25)	$\bar{x}$ = 12.60 sd = 3.95	$\bar{x}$ = 12.52 sd = 4.88	0.10	NS

NORMS $\bar{x}$ = 9.86
sd = 5.60

COMPARISON OF EBCE STUDENT PERFORMANCE TO BUILDING LEVEL PERFORMANCE

In order to determine if EBCE students were a representative sample of typical building students, scores on the three parts of the CMI by EBCE students were compared to building level scores. Since the EBCE students were not a part of the building level sample, the results indicated the degree to which EBCE students scores were in accord with building scores. The following procedure was used:

Confidence intervals (95%) were established around the mean 1979 building scores. The mean scores were considered to adequately assess building-level performance on the CMI. The posttest scores of EBCE students on the CMI were compared to the limits set by the confidence interval to determine if the EBCE group scores fell within or outside the range set by the confidence intervals. If the scores fell within the confidence intervals, the EBCE students were performing in a similar manner as the building-level group. If the scores fell outside the confidence interval, the EBCE students could be conceptualized as a separate subgroup within the school. Table 6 summarizes this procedure and its results.

As indicated in Table 6, the mean scores for Lincoln High EBCE students fell outside the lower limit of the confidence interval around the school mean on all three parts of the CMI; and therefore can be considered a nonrepresentative sample of the school. This trend was also present at Northeast and at Southeast when planning skills of EBCE students were assessed (CMI Part 4). The reverse situation (EBCE students outside the upper limit of the confidence interval) was evident for Part 4 at East (planning skill) and Part 1 at Northeast (knowing yourself). Again, EBCE students were nonrepresentative of their respective schools on these measures.

Table 6
Confidence Intervals Around School Mean
for the CMI

School	School Mean	Confidence Interval (.95)	EBCE Mean	EBCE Mean Within CI?
LHS				
Part 1	13.76	13.19 to 14.33	12.08	NO
Part 2	16.14	15.53 to 16.75	14.34	NO
Part 4	14.09	13.50 to 14.68	12.45	NO
East				
Part 1	13.98	13.39 to 14.57	14.54	YES
Part 2	15.92	15.25 to 16.59	16.54	YES
Part 4	14.44	13.87 to 15.01	15.79	NO
NE				
Part 1	12.74	12.07 to 13.41	13.53	NO
Part 2	15.81	15.32 to 16.30	15.47	YES
Part 4	13.64	13.03 to 14.25	12.13	NO
SE				
Part 1	13.18	12.49 to 13.87	13.36	YES
Part 2	16.18	15.57 to 16.79	15.88	YES
Part 4	13.91	13.34 to 14.48	12.52	NO

Student Outcome: Students will have a positive view of the school as a useful personal resource.

Measurement: "A Survey of Lincoln Students." EBCE students were administered the "Survey of Lincoln Students" at the beginning of their semester of enrollment. This was a locally developed instrument adapted from an earlier instrument of the same name that was used in the evaluation of a previous career education project. As such, data from the previous project is reported when available for comparison purposes. The instrument can be found in Appendix E and the results are summarized in Table 7. It will be necessary for the reader to refer to the Appendix to interpret the table as only key words are used to summarize the items for the table.

Items 10 through 23 summarize student responses to various school and community resources available to help them in career planning. Of those items relating to school - provided resources (items 10, 11, 12, 13, 15, 18, 20, 22), students rated "Teachers" (item 18) and "Parents" (item 15) as helpful; they rated "Materials and booklets from the guidance office" (item 12) as not helpful; and were "undecided" in their rating of the helpfulness of "Career Day" (item 10), "Guidance Counselors" (item 11), "School Library" (item 13) and "Visiting Job Sites" (item 22) and "Vocational Interest Tests" (item 20).

Items 24 through 30 summarize student attitudes toward the need for help in various career guidance activities at the school. The responses indicated that the EBCE students agreed with all but one; students were undecided about their attitude toward their understanding of school credit for job experiencing; no item mean fell in the disagree category.

When asked about the relevancy of past classes to present work (item 34), approximately 62% of the students felt that there was no relevancy of any class they had taken, 18% felt that they had taken one class that was relevant to their present work position, and 20% felt that several of their classes were relevant to their work. This compares to 71%, 18% and 10% for 1974 students and 65%, 17%, and 17% for 1977 students.

When asked about the relevancy of present classes to present work (item 35), approximately 72% felt there was no relevancy, 17% felt that they were taking one class that was relevant to their work, and 11% felt that several of their classes were relevant to their job. This compares to 83%, 12% and 4% for 1974 students and 76%, 10% and 14% for 1977 students.

Student Outcome: Students will have a positive attitude toward working.

Measurement: "A Survey of Lincoln Students"

Table 7, items 36 through 39, summarize student attitudes concerning the usefulness of present work to their future plans. The results indicated that students do not see their present job as a life long occupation (item 38), but do consider their present job as having some benefit for future employment (item 37). Students were undecided about the helpfulness of their present employment once leaving high school (item 36) and their continuation in similar part-time work after high school (item 39). These results are consistent with the 1977 data.

When asked to consider if their current job was beneficial to them considering their school program (item 41), students tended to be undecided.

Table 7
Summary of "A Survey of Lincoln Students"

Part I: Career Planning and School Program

Item 4: Current Work Situation

	1974	1977 (N=102)	1978 (N=139)
Working for pay	57.1%	61%	53.3%
One Job	49.8%	54.9%	----
Two Jobs	7.3%	5.9%	----
Volunteer	4.0%	5.0%	8.0%
Not Working	38.5%	34.3%	58.7%

Item 5: Plans After High School

	1974	1977 (N=102)	1978 (N=139)
Full time employment	15.8%	9.8%	17.4%
4 year college	42.8%	36.3%	28.3%
2 year Vo-Tec.	17.7%	25.5%	16.7%
Military	3.3%	3.9%	5.8%
Apprenticeship	.5%	----	.7%
On-The-Job training	1.0%	3.9%	2.2%
Other	4.5%	6.9%	3.6%
Don't know	14.4%	13.7%	25.4%

Item 6: Certainty of Plans

	1974	1977 (N=102)	1978 (N=139)
Very certain	39.1%	38.2%	28.1%
Somewhat certain	38.7%	35.3%	43.9%
Not yet certain	9.8%	10.8%	10.8%
Haven't made plans	12.4%	15.7%	17.3%

Item 7: Importance of Plans

	1974	1977 (N=102)	1978 (N=139)
Very important	----	42.2%	39.6%
Important	82.2%	52.9%	44.6%
Undecided	12.6%	3.9%	15.1%
Not important	5.2%	1.0%	.7%
Very unimportant	----	----	----

Item 8: Time Thinking About Lifetime Occupation

	1974	1977 (N=102)	1978 (N=139)
Quite a lot	47.0%	71.6%	52.2%
Some	47.5%	28.4%	41.2%
Not much	5.5%	----	6.6%

Item 9: Choice of Lifetime Occupation

	1974	1977 (N=102)	1978 (N=139)
Definite choice	20.8%	27.5%	16.2%
Preliminary choice	52.7%	56.9%	55.1%
No Choice	----	----	28.7%

Items 10-23: Sources of Information for Making Career Plans

		1977 (N=102)			1978 (N=139)		
		Mean	sd	Category	Mean	sd	Category
10	Career day at school	3.35	1.29	Undecided	3.26	1.50	Undecided
11	Guidance Counselors	3.15	1.44	Undecided	3.18	1.28	Undecided
12	Materials and booklets from the guidance office	3.56	1.45	Not helpful	3.51	1.41	Not helpful
13	School library	3.61	1.38	Not helpful	3.27	1.42	Undecided
14	Public library	3.86	1.35	Not helpful	3.56	1.46	Not helpful
15	Parents	2.20	1.07	Helpful	2.44	1.21	Helpful
16	Friends	2.52	1.03	Helpful	2.79	1.22	Undecided
17	Relatives	2.92	1.34	Undecided	3.23	1.35	Undecided
18	Teachers	2.89	1.25	Undecided	2.46	1.20	Helpful
19	TV, newspaper, radio (mass media)	3.12	1.40	Undecided	3.05	1.28	Undecided
20	Vocational interest tests	3.48	1.32	Undecided	2.94	1.26	Undecided
21	Talking with someone employed in the occupation	2.12	1.44	Helpful	2.62	1.49	Undecided
22	Visiting job sites	1.85	1.02	Helpful	2.67	1.54	Undecided
23	On-the-job work experience	3.00	1.85	Undecided	2.92	1.69	Undecided

Items 24-30: General Attitude

		1977 (N=100)			1978 (N=139)		
		Mean	sd	Category	Mean	sd	Category
24	Help in finding a job	2.58	1.16	Undecided	2.35	1.13	Agree
25	Help to learn about different kinds of jobs	1.95	0.70	Agree	1.89	0.80	Agree
26	Help in making decisions	2.51	1.18	Undecided	2.42	1.13	Agree
27	Good education	2.24	0.84	Agree	2.25	0.95	Agree
28	More career guidance	2.20	1.02	Agree	2.02	1.06	Agree
29	Necessity of high school degree	1.23	0.81	Agree	1.31	0.83	Agree
30	Credit for work	3.02	1.34	Undecided	2.68	1.19	Undecided

Part II: Current Work Experience

Item 31: Job Categories of Work Experience

	1974	1977 (N=102)	1978 (N=53)
Sales (grocery and department stores, etc.)	16%	14.7%	3.6%
Food service (restaurants)	34%	24.5%	23.7%
Bookkeeping and office (clerical, stenographic)	2%	----	----
Warehouse and delivery services	2%	----	.7%
Construction	2%	2.9%	1.4%
Automotive (garage, service stations, etc.)	4%	5.9%	.7%
Custodial and Maintenance	8%	5.9%	2.9%
Child care and nursing care (young and old)	4%	4.9%	5.0%
Manufacturing	1%	----	----
Other	24%	41.2%	----

Item 32: School Credits Earned for Work

	1977 (N=100)	1978 (N=78)
None	78%	61.5%
5 credits	3.9%	1.3%
10 credits	3.9%	12.8%
More than 10	2.6%	7.7%
Don't know	11.7%	14.1%

Item 33: School Work Program Giving Credit

	1977	1978
No work-study credit	85.3%	86.3%
Distributive Education	2.0%	.7%
Work Study	3.9%	5.0%
Health	----	2.2%
Other	8.8%	5.1%

Item 34: Relevancy of Past Classes to Work

	1974	1977 (N=100)	1978 (N=73)
No relevant classes	71.1%	65.3%	61.6%
One	18%	17.3%	17.8%
Several	10.2%	17.3%	20.5%

Item 35: Relevancy of Present Classes to Work

	1974	1977 (N=100)	1978 (N=71)
No relevant classes	82.9%	76.1%	71.8%
One	12.5%	9.9%	16.9%
Several	4.5%	14.1%	11.3%

Items 36-39: Helpfulness of Work to Future Plans

	1977 (N=76)			1978		
	Mean	sd	Category	Mean	sd	Category
Current work not helpful	3.25	1.35	Undecided	3.41	1.21	Undecided
Job will be different, but some things will be useful	2.38	1.16	Agree	2.27	1.08	Agree
Same kind of work	3.92	1.15	Disagree	3.71	1.29	Disagree
Continue on parttime	2.88	1.25	Undecided	3.13	1.21	Undecided

Item 40: Help in Finding Present Work

	1977 (N=100)	1978 (N=73)
Teacher	5.4%	5.5%
Counselor	----	1.4%
Work study supervisor	1.4%	1.4%
Parents	18.9%	28.8%
Adult friend	27.0%	9.6%
Teenage friend	17.6%	17.8%
Self	29.7%	35.6%

Item 41: Experience Gained from Present Job

	Mean	sd	N	Category
1977	2.79	1.41	24	Undecided
1978	2.68	1.23	75	Undecided

EBCE EVALUATION
COMMUNITY SITE SURVEY
REGARDING EBCE PROGRAM

By
Myrna Cassell and Carl Novak

A key element in the success of the EBCE program is the involvement of local business and industry as community sites. To determine their satisfaction with the program, questionnaires were sent to all community sites participating in the 1978-79 program. Of a total of 221 questionnaires distributed, 97 or 43.9% were returned. The survey instrument focused on (1) what site personnel felt students had learned at the site, (2) how site personnel felt about their work with students, (3) how students had conducted themselves at the sites, and (4) what changes need to be made in the program for future years. The actual questionnaire consisted of eight items including two on student learning, three on working with students, one on student conduct, and two on recommendations for the future. The community site survey instrument appears in Appendix E.

Student Learning. The first item related to student learning focused on what site personnel thought students should learn at the sites. Respondents varied considerably in their perceptions of what students should learn. Responses typically fell into one of four categories:

1. What it is like to be an employee (duties and responsibilities, working conditions--environment, wage scale and benefits, hours of operation, patterns of supervision, etc.).
2. Information needed to make vocational decisions (introduction to the career field, educational requirements of the field, relationship of this career to other career fields, and employment opportunities).
3. Overview and background of the site (assist the student in developing a better understanding of the "big picture," introduction to the intricacies of the site).
4. Specific information regarding the site and the daily operation of the site.

The first two categories focused on the student, the latter two on the site. Actual examples reflecting each of the four categories are given below.

Category 1. What it is like to be an employee.

*Type of work they would be doing. Working conditions. Wage scale and benefits provided.

*I think students should have some insight as to what it is like to work in a hospital, the difficulties and rewardings. . .

The second item on student learning dealt with whether or not student expectations of what they wanted to learn were consistent with what site personnel taught. Fifty-three or 53.5% of site respondents felt that students wanted to learn the same things that they wanted to teach. Twenty (20.6%) felt they did not. The remaining respondents either did not answer the question or gave indefinite responses. These results were more positive than those from the 1978 site surveys in which 39.4% of 99 respondents indicated that student expectations were consistent with what site personnel wanted to teach, and 20.2% indicated expectations were different.

Those individuals who reported that there was a match between student expectations and the interests of site personnel sometimes qualified their responses either by indicating that it was true for the majority but not all of the students or that students were interested in at least part of the experience. The comments emphasized that some students---apparently a small minority---were disinterested in all or at least a major portion of the EBCE experiences being offered them.

Those respondents who reported that students were not interested in the things they wanted to teach indicated that students (1) were just interested in escaping from the classroom, (2) wanted only to be entertained, (3) had no idea of what to expect from the site, or (4) had not done their homework and could not put what they saw into perspective. One respondent reported a feeling that students expected direct hand-on experiences which could not be provided at that particular site.

Working with Students. Items three, four, and five dealt with the site personnel's work with students. The first concerned the difficulty of working with students whose interests varied widely. Of the 87 who responded to this item, eight (9.2%) said they had found this to be difficult; 79 (90.8%) said they had not found this to be a problem. Of those who did not give a definite response, the majority commented that their major problem was not varying interests but those students who appeared to be uninterested in being there at all (called "study hall escapees" by one respondent).

Among those who indicated difficulty with the varying interests of the groups of students with whom they worked, most were philosophical, pointing out that even though they understood that not everyone was as interested in their "life's work" as they were, it was somewhat disappointing. At least one felt that the time involved was too short to get students' interest aroused. Several also considered lack of interest as a source of behavior problems. The last was pointed out even by many of those who said they did not have difficulties.

*First and most important, understand the role of architecture in our society.

*Get a general overview of what food service may be like.

*What crisis intervention is about and how it relates to other facets of the helping profession.

*General information about the industry and what it takes to be a good real estate salesperson. An overview of the type of service we provide.

Category 4. Specific information regarding the site.

*The actual courtroom procedure.

*We. . .try to teach visiting students a bit about each of the jobs connected with our profession.

*Jaws of life, wearing air tanks and masks, structure of unit E-15 and gear and equipment.

*Generally what a CPA does on a day-to-day basis.

*What the Nebraska State Patrol does and how it fits into the criminal justice system.

Distinctions among the four categories were somewhat arbitrary. Many of the responses included elements that fell into more than one categories. The distinctions, however, should be made in terms of emphasis. The first category of responses emphasized student insight into what it was like to be an employee. The second category, the one into which the majority of the comments fell, emphasized providing industry-related information which could be used to make career choices. Category 2 responses were generally broader and less personal than category 1 responses. Category 3 responses emphasized broad information about the career field, while Category 4 responses emphasized more detailed information about the specific site. Fewer responses fell into Category 4 than any other category.

	Site Specific	Industry General
Job Exploration	Category 1	Category 2
Career Exploration	Category 4	Category 3

*What it is like to be an employee.

*What things are expected from employees in a work situation. What an organization has to offer an employee.

*Grasp of reality of nature of activities, programs, etc.

*If the student understands the duties and responsibilities of employment, I think our objectives have been accomplished.

*Production line work requirements and factory environment.

*. . .equipment available, hours of operation, levels of supervision.

*The purpose of the business (what it does in and for the community).

Category 2. Information needed to make vocational decisions.

*Career options within an advertising agency.

*Whether or not to explore our general career field more closely.

*Career opportunities available in television and the educational requirements for each of those careers.

*About the YMCA as a career possibility. How staff are trained, who we help. . . .

*The basic duties of a veterinarian in pet practice. The educational requirements to obtain the DVM degree.

*Whether or not to explore our career field more closely.

*Vocational or career opportunities for BS degree in animal science.

*The personal characteristics and educational preparation that are important in considering social work as a career.

*What the field has to offer them as a possible career.

*The range of occupations with the human sector in general.

Category 3. Overview and background of site.

*Some of the facets of agribusiness.

*The very basics of the Savings and Loan industry.

*The basics of an advertising agency's function.

Although the initial presentations varied considerably from site to site there were three general ways in which site personnel adapted their presentations to accommodate students with different interests as well as disinterested students: (1) providing the students with site specific hands-on experience, (2) involving the students in other activities, or (3) expanding their presentation to include topics that were relevant but not necessarily related to their specific site.

Evidence of enthusiasm on the part of site respondents stood out as the reason they likely did not have problems with varying interests of students. The following comments provided examples of this enthusiasm:

> *. . .this depends on your own approach and interest you have in your job. I happen to think I have the best job there is in Lincoln.
>
> *Although a student may not have a strong interest in a particular area, the range of items discussed and demonstrated are varied enough that the students will generally be involved in an area which is of interest.
>
> *It was interesting to see the varied interests of the students. I had no problems as I was interested in all of the projects.

The types of activities site respondents found most productive in dealing with students had a common theme--involvement. Of 96 comments , 63 (65.6%) stressed hands-on participation by students, either simulated or actual, as the most productive method of teaching. A second most often mentioned method involved very small groups and one-on-one situations rather than any resemblance to school classes.

Among nonproductive situations or those which actually created difficulties or discomfort in working with students, site respondents mentioned large groups and lectures as being nonproductive. Close to half (44.7%) of the responses to this item concerned disinterested students and resulting student misconduct such as tardiness, disruptive behavior, sleeping, etc. Many respondents blamed themselves and their methods of presentation for the difficulties they had had in working with students.

Student Conduct. Over 82% of the site respondents felt that students generally conducted themselves in a business-like manner. Positive responses to this item outnumbered negative responses by approximately 13 to 1. About half of the respondents felt the students were typically well-mannered and interested and made comments underscoring their positive responses. Another 40% commented that students were usually well-mannered but listed specific minor complaints (gum chewing, smoking, eating snack food, talking with fellow students, giggling, and "goofing off").

Tolerance by the site personnel was evident in comments such as, "They conduct themselves like high school students out for the afternoon. But, there's nothing wrong with that" and "A certain amount of goofing around is to be expected. Most students were quite nice."

Recommendations for Program Improvements. There were 84 comments (84.8% of all respondents) responding to the item requesting suggestions for improving the program in the following year. Some of the comments simply stated the program was a good one and there was no need for improvement. There were a very small number who suggested dropping the program altogether. The remainder of the comments could be classified into (1) suggestions for more preparation--orientation--of students prior to site visits (about a fourth of responses), (2) suggestions for better screening of students so that only those really interested in the site or industry were sent there (about 15% of respondents), (3) suggestions for changing the time involved at the sites, and (4) suggestions specific to the site involved.

Those who suggested more preparation of students prior to site visits often offered their own services to aid in student orientation by providing information or visiting with the students themselves. Comments concerning changes in the time involved at the site were about evenly divided between those who felt they needed more time with the students and those who wanted less time with them.

Conclusions. The true test of whether or not site personnel were satisfied with the program was likely the item which asked whether or not they would encourage their colleagues to participate in the program. The majority (77.8%) said they would. Comments generally noted the satisfaction they themselves had experienced with the program, but many also made suggestions concerning which colleagues might be contacted and other related experiences from which the students might benefit.

Although the questionnaires differed somewhat from the previous year's evaluation by site personnel, items where comparison was possible generally showed a greater percentage of positive responses. This indicated that as those involved in the program gained experience and perhaps made refinements in aspects of the program, site personnel expressed greater satisfaction.

EBCE EVALUATION
PARENT SURVEY REGARDING EBCE PROGRAM

By
Carl Novak

Parents of EBCE students were one of the target groups of interest in the EBCE evaluation. As part of the 1978-79 evaluation effort, survey instruments were mailed to 158 parents of EBCE students. Forty-three parents completed the questionnaires and returned them to the EBCE office. A copy of the survey instrument can be found in Appendix F. Survey questions focused on what parents believed to be the impact of the EBCE program. Thirty-seven of the 43 parents who responded (or 86.0%) indicated that they were in favor of their child's participation in EBCE. Only three (or 7.0%) indicated that they were not in favor of their child's participation in EBCE. The remaining three (7.0%) were either undecided about the program or ambivalent towards it. The 1979 responses were nearly identical to the 1978 survey in which 85.1% of the parents indicated they were in favor of their child's participation; 8.5% indicated they were not in favor of such participation, and 6.4% were undecided and/or ambivalent.

Almost all of the parents that indicated they either favored or did not favor their child's participation in the program provided reasons for their responses or gave examples of positive or negative elements of the program. Those parents who favored EBCE for their sons and daughters most often cited the exploratory nature of the program. They felt that EBCE provided students with "real life" experiences which could not be provided in the traditional classroom setting. Two of the three parents who indicated they did not favor their child's participation in EBCE cited a lack of structure in the class. They felt their children could have gotten more out of a "traditional" class. A number of parents indicated that travel to and from the program was a concern. They specifically mentioned safety, convenience, and cost when talking about travel to and from EBCE sites.

The 1979 survey also focused on the contributions the program had made to the child's development in four different areas: school, plans for the future, behavior at home, and attitudes towards work. The results of the 1979 survey are summarized in Table 8.

TABLE 8

Responses to the question, "Has EBCE made a contribution in the way your child" by area of contribution

	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
Looks at school	21	48.8	15	34.9	7	16.3
Plans for the future	31	72.1	4	9.3	8	18.6
Acts at home	13	30.2	25	58.1	5	11.6
Thinks about work	28	65.1	5	11.6	10	23.3

The majority of the parents agreed that the EBCE project had made a difference in the way their child planned for the future (72.1% agreed and only 9.3% disagreed) and in the way he or she thought about work (65.1% agreed and 11.6% disagreed). The parents were not convinced that participation in EBCE made a difference in how the child looked at school (48.8% agreed that it made a difference, but 34.9% indicated that it did not make a difference, and 16.3% indicated that they were uncertain as to whether or not EBCE made a difference in how their child viewed school). The parents were even less convinced that participating students acted differently at home; 30.2% of the parents indicated that there was a positive difference; however, 58.1% indicated that there was no difference, and 11.6% indicated they were undecided whether or not there was a difference.

The 1979 responses paralleled the 1978 responses. The major findings were the same. The majority of the parents agreed that EBCE made a difference in (1) the way their child planned for the future and (2) the way he or she thought about work. The parents were not convinced that EBCE made a difference in the way their child acted at home or how he or she viewed school. The results of the 1978 survey are compared with the results of the 1979 survey in Table 9.

In order to further evaluate the base of information parents had regarding EBCE and the extent to which students talked to their parents about the program, the parents were asked, "What specifically has your son or daughter shared with you about his/her experiences in the EBCE program?" Forty-one or 95.3% of the forty-three parents responded to this question. Although many of the responses were general in nature, a number were quite specific. One-fourth of the parents mentioned one or more specific site visits, the sites that their child particularly liked or particularly disliked. Trips to the National Guard and the Court were the only activities mentioned by more than one parent. (The comments about these two sites were positive) Therefore, it appears that different activities appeal to different students and their parents.

Overall, it appeared that many of the parents had a good working knowledge of their child's activities in EBCE. The parents were also asked whether or not they felt that EBCE was what their son or daughter expected it to be. The majority of the parents (82.9%) reported that the EBCE program was what their child expected. Several of the remaining parents reported that their children found EBCE to be more interesting/stimulating

TABLE 9

Comparison of responses to questions on impact of EBCE in 1979 with responses positively in 1978 by area of impact

	1978			1979		
	Yes	No	Uncertain	Yes	No	Uncertain
Looks at school	48.9	36.2	14.9	48.8	34.9	16.3
Plans for the future	78.7	12.8	8.5	72.1	9.3	18.6
Acts at home	34.0	44.7	21.3	30.2	58.1	11.6
Thinks about work	68.1	17.0	14.9	65.1	11.6	23.3

than they thought it would be, and several reported their children were disappointed in the program.

The last item in the survey asked parents to list what they felt was the biggest advantage of participating in a program like EBCE. The parents mentioned two general advantages of the program much more frequently than any other. The two were that the program (1) provided information that could be used to make vocational decisions facing the students and (2) offered participants a different view of people, the world of work, and the interrelationship between people and work. Examples of responses which fell into the second category included: (1) "it gave her more self-confidence in meeting and talking with adults, (2) "it taught her the responsibility to be there", (3) "exposure to the adult world", (4) "recognition that education is preparation for a life which includes following a career, seeking employment, stability of a job, etc." and (5) "learning to be in public with fellow workers." Specific job experiences particularly as they related to vocational decisions were also frequently mentioned, and one parent reported his son's decision to attend college as being the primary advantage of the program.

Overall, parent reactions towards the program were fairly positive. They felt that the program was a worthwhile experience for their child and that it provided a base of experience that would not have been possible in the traditional school setting. The 1979 results were very consistent with the 1978 results. Both, however, should be interpreted cautiously since only about one-third of the parents returned the surveys. If the returned surveys are taken as an indication, however, a reasonably safe conclusion is that a fairly substantial number of parents (approximately 80% of the respondents) and one-fourth of the parents initially surveyed (including both respondents and non-respondents) had positive perceptions of EBCE.

Appendix A Description of the CMI

B Description of the IAR Questionnaire

C Tables Summarizing Student Outcome Data

D A Survey of Lincoln Students

E Community Site Survey Instrument

F Parent Survey Instrument

APPENDIX A

Description of the Career Maturity Inventory

The Career Maturity Inventory, developed and published by CTB/McGraw Hill, consists of an attitude scale and a competence test which is divided into five parts. The attitude scale was designed to measure feelings along the dimension of involvement in the choice process. Orientation toward work, independence in decision making, preference for career choice factors and conceptions of the choice process. The five parts of the competence test measure self-appraisal, occupational information, good selection, planning, and problem solving. A more detailed description of the five parts of the competence test follows:

CMI

SELF APPRAISAL: Part I: "Knowing Yourself"

Assumption of the subscale: "In choosing an occupation, one is in effect, choosing a means of implementing a self-concept."

Rationale of item construction: Individuals who can accurately appraise the career-relevant capabilities of others are good self-appraisers.

Categories of choices to stems:

--dependence upon others

--a need for certainty

--overestimation of one's capabilities

--accurate self-appraisal

--don't know

OCCUPATIONAL INFORMATION: Part 2: Knowing About Jobs

Assumption of the subscale: Acquiring occupational information may parallel that of other aspects of concept acquisition (cognitive development/Bloom's taxonomy).

Rationale for item construction: Formulation of the 2-way occupational classification system based upon Roe's Field and Level Classification system. For each occupational in the revised Roe system, a brief job description based upon work and worker traits requirements was written for a hypothetical individual.

Categories of choices to stems: The alternatives are systematically selected from the occupational classification system so that the distractors are in either the wrong field or level or both.

GOAL SELECTION: Part 3: Choosing a Job

Assumption of the subscale: The adolescent should be able to select goals for himself which are consistent with his career capabilities.

Rationale of item construction: The individual chooses an occupation for a representative sampling of hypothetical persons whose personal and demographic attributes are enumerated and described.

Categories of choices to stems: Variations as in the Occupational Information subtest.

PLANNING: Part 4: Looking Ahead

Assumptions of the subscale: The single most important factor among various indices of vocational maturity is planning.

Rationale of item construction: The ordering of steps in planning.

Categories of choices to stems: Scrambled steps are to be arranged in proper order so that a task can be accomplished.

PROBLEM SOLVING: Part 5: What Should They Do?

Assumptions of the subscale: Coping strategies. (Personally satisfying and socially acceptable solutions.) How does an individual solve problems that occur in career tasks in preparation for entry into the work force?

Rationale for item construction: Individuals who can solve hypothetical situations can apply these solutions to their own lives.

Categories of choices to stems: Scaled along a continuum of effectiveness. The best solution is one which minimizes denial and distortion of reality, trial and error, and escape; and maximazes the formulation of creative alternatives or utilization of resources.

APPENDIX B

Description of the Intellectual Achievement Responsibility Questionnaire *

The IAR (or the Intellectual Achievement Responsibility Questionnaire) attempts to measure beliefs in internal versus external reinforcement responsibility exclusively in intellectual - academic achievement situations. It was also designed to limit the source of external control to those persons who most often come in face-to-face contact with the student-namely parents, teachers, and peers.

The IAR was so constructed that in addition to a Total I (internal or self) responsibility score, separate subscores can be obtained for beliefs in internal responsibility for success, (I+ score, 17 items) and for internal responsibility for failures (I-score, 17 items). This was done under the assumption that responsibility for successful intellectual, academic experiences may be different from assuming responsibility for failure experiences.

The scale is made up of 34 forced choice items between internal or external control. Since each of the 34 items presents an internal and external alternative, chance distributions would result in average total I scores of 17 and average I+ and I- scores of 8.5 each. Test-retest reliability coefficients are .47 for I+, .69 for I-, and .65 for I total.

Norming data is not available, but scores of high school students sampled from schools that would be representative of children in diverse kinds of communities are presented for comparison. Individual scores on this instrument should be interpreted very cautiously since norms are not available. The scale was found to be a better measure for older boys than for girls.

*Crandall, V.C.; Katkovsky, V.; and Crandall, V.J. Children's beliefs in their own control of reinforcements in intellectual-academic achievement situation. Child Development, 1965; 36, 91 to 109.

NAME_____ DATE_____

THE IAR SCALE

Directions: Place an X in front of the phrase that best describes how you feel.

1. If a teacher passes you to the next grade, would it probably be

   _____ (a) because she liked you, or
   _____ (b) because of the work you did?

2. When you do well on a test at school, is it more likely to be

   _____ (a) because you studied for it, or
   _____ (b) because the test was especially easy?

3. When you have trouble understanding something in school, is it usually

   _____ (a) because the teacher didn't explain it clearly, or
   _____ (b) because you didn't listen carefully?

4. When you read a story and can't remember much of it, is it usually

   _____ (a) because the story wasn't well written, or
   _____ (b) because you weren't interested in the story?

5. Suppose your parents say you are doing well in school. Is this likely to happen

   _____ (a) because your school work is good, or
   _____ (b) because they are in a good mood?

6. Suppose you did better than usual in a subject at school. Would it probably happen

   _____ (a) because you tried harder, or
   _____ (b) because someone helped you?

7. When you lose at a game of cards or checkers, does it usually happen

   _____ (a) because the other player is good at the game, or
   _____ (b) because you don't play well?

8. Suppose a person doesn't think you are very bright or clever

   _____ (a) can you make him change his mind if you try to, or
   _____ (b) are there some people who will think you're not very bright no matter what you do?

9. If you solve a puzzle quickly, is it

   _____ (a) because it wasn't a very hard puzzle, or
   _____ (b) because you worked on it carefully?

10. If a boy or girl tells you that you are dumb, is it more likely that they say that

    _____ (a) because they are mad at you, or
    _____ (b) because what you did really wasn't very bright?

11. Suppose you study to become a teacher, scientist, or doctor and you fail. Do you think this would happen

_____ (a) because you didn't work hard enough, or
_____ (b) because you needed some help, and other people didn't give it to you?

12. When you learn something quickly in school, is it usually

_____ (a) because you paid close attention, or
_____ (b) because the teacher explained it clearly?

13. If a teacher says to you, "Your work is fine," is it

_____ (a) something teachers usually say to encourage pupils, or
_____ (b) because you did a good job?

14. When you find it hard to work arithmetic or math problems at school, is it

_____ (a) because you didn't study well enough before you tried them, or
_____ (b) because the teacher gave problems that were too hard?

15. When you forget something you heard in class, is it

_____ (a) because the teacher didn't explain it very well, or
_____ (b) because you didn't try very hard to remember?

16. Suppose you weren't sure about the answer to a question your teacher asked you, but your answer turned out to be right. Is it likely to happen

_____ (a) because she wasn't as particular as usual, or
_____ (b) because you gave the best answer you could think of?

17. When you read a story and remember most of it, is it usually

_____ (a) because you were interested in the story, or
_____ (b) because the story was well written?

18. If your parents tell you you're acting silly and not thinking clearly, is it more likely to be

_____ (a) because of something you did, or
_____ (b) because they happen to be feeling cranky?

19. When you don't do well on a test at school, is it

_____ (a) because the test was especially hard, or
_____ (b) because you didn't study for it?

20. When you win at a game of cards or checkers, does it happen

_____ (a) because you play real well, or
_____ (b) because the other person doesn't play well?

21. If people think you're bright or clever, is it

_____ (a) because they happen to like you, or
_____ (b) because you usually act that way?

22. If a teacher didn't pass you to the next grade, would it probably be

_____ (a) because she "had it in for you," or
_____ (b) because your school work wasn't good enough?

23. Suppose you don't do as well as usual in a subject at school. Would this probably happen

_____ (a) because you weren't as careful as usual, or
_____ (b) because somebody bothered you and kept you from working?

24. If a boy or girl tells you that you are bright, is it usually

_____ (a) because you thought up a good idea, or
_____ (b) because they like you?

25. Suppose you became a famous teacher, scientist or doctor. Do you think this would happen

_____ (a) because other people helped you when you needed it, or
_____ (b) because you worked very hard?

26. Suppose your parents say you aren't doing well in your school work. Is this likely to happen more

_____ (a) because your work isn't very good, or
_____ (b) because they are feeling cranky?

27. Suppose you are showing a friend how to play a game and he has trouble with it. Would that happen

_____ (a) because he wasn't able to understand how to play, or
_____ (b) because you couldn't explain it well?

28. When you find it easy to work arithmetic or math problems at school, is it usually

_____ (a) because the teacher gave you especially easy problems, or
_____ (b) because you studied your book well before you tried them?

29. When you remember something you heard in class, is it usually

_____ (a) because you tried to remember, or
_____ (b) because the teacher explained it well?

30. If you can't work a puzzle, is it more likely to happen

_____ (a) because you are not especially good at working puzzles, or
_____ (b) because the instructions weren't written clearly enough?

31. If your parents tell you that you are bright or clever, is it more likely

_____ (a) because they are feeling good, or
_____ (b) because of something you did?

32. Suppose you are explaining how to play a game to a friend and he learns quickly. Would that happen more often

_____ (a) because you explained it well, or
_____ (b) because he was able to understand it?

33. Suppose you're not sure about the answer to a question your teacher asks you and the answer you give turns out to be wrong. Is it likely to happen

_____ (a) because she was more particular than usual, or
_____ (b) because you answered too quickly?

34. If a teacher says to you, "Try to do better," would it be

_____ (a) because this is something she might say to get pupils to try harder, or
_____ (b) because your work wasn't as good as usual?

APPENDIX C

TABLE C1

SUMMARY OF SCHOOL RESPONSES TO PART I OF THE CMI ACROSS TIME

School	Sept. 1977	May 1978	May 1979
LHS	x=12.35 sd=3.88 n=173	x=12.84 sd=3.76 n=131	x=13.76 sd=.359 n=152
East	x=14.01 sd=3.47 n=135	x=14.37 sd=2.91 n=121	x=13.98 sd=3.38 n=125
NE	x=13.07 sd=3.50 n=155	x=13.44 sd=3.59 n=135	x=12.74 sd=4.13 n=145
SE	Grade 10 x=13.85 sd=3.81 n=172	x=13.67 sd=3.50 n=160	x-13.18 sd=4.10 n=138
	Grade 11 x=14.11 sd=4.33 n=181	x=14.64 sd=3.49 n=144	
	Grade 12 x=15.21 sd=2.79 n=158	x=14.06 sd=3.42 n=67	

TABLE C2

SUMMARY OF SCHOOL RESPONSES TO PART 2 OF THE CMI ACROSS TIME

School	Sept. 1977	May 1978	May 1979
LHS	x=15.52 sd=2.79 n=153	x=15.56 sd=3.95 n=113	x=16.14 sd=2.98 n=144
East	x=16.07 sd=2.89 n=130	x=17.02 sd=2.41 n=125	x=15.92 sd=3.69 n=116
NE	x=15.29 sd=2.79 n=150	x=16.08 sd=2.50 n=128	x=15.81 sd=2.93 n=137
SE	Grade 10 x=15.91 sd=2.73 n=174	x=16.32 sd=3.66 n=154	x=16.18 sd=3.71 n=141
	Grade 11 x=16.92 sd=2.74 n=168	x=16.74 sd=3.15 n=135	
	Grade 12 x=17.95 sd=2.07 n=151	x=16.98 sd=4.20 n=66	

TABLE C3

SUMMARY OF SCHOOL RESPONSES TO PART 4 OF THE CMI ACROSS TIME

School	Sept. 1977	May 1978	May 1979
LHS	x=13.63 sd=3.29 n=143	x=14.32 sd=3.12 n=113	x=14.09 sd=3.56 n=143
East	x=13.71 sd=3.41 n=129	x=13.82 sd=3.84 n=116	x=14.44 sd=3.29 n=128
NE	x=13.23 sd=3.48 n=136	x=14.22 sd=3.42 n=122	x=13.64 sd=3.52 n=132
SE	Grade 10 x=14.25 sd=3.25 n=161	x=13.99 sd=3.13 n=153	x=13.91 sd=3.38 n=138
	Grade 11 x=14.61 sd=3.25 n=159	x=14.53 sd=3.68 n=126	
	Grade 12 x=15.18 sd=3.02 n=153	x=15.05 sd=3.36 n=63	

Table C4

Comparison of Tenth Grade School Performance
on the CMI to National Norms

School	Part 1			Part 2			Part 4		
	Sept. 77	May 78	May 79	Sept. 77	May 78	May 79	Sept. 77	May 78	May 79
LHS	12.35	12.84	13.76	15.52	15.56	16.14	13.63	14.32	14.09
East	14.01	14.37	13.98	16.07	17.02	15.92	12.71	13.82	14.44
NE	13.07	13.44	12.74	15.29	16.08	15.81	13.23	14.22	13.64
SE	13.85	13.67	13.18	15.91	16.32	16.18	14.25	13.99	13.91
NORMS		12.06			12.23		9.86		

Table C5

Estimated Mean Scores of District Performance on the CMI District Across Time

		Year				
	Grade	'75	'76	'77	'78	'79
Part 1	9	13.26	12.20	--	--	--
	10	--	--	13.28	13.57	13.40
	12	13.70	13.98	--	--	--
Part 2	9	15.08	14.65	--	--	--
	10	--	--	15.69	16.26	16.02
	12	17.07	16.40	--	--	--
Part 4	9	13.49	13.14	--	--	--
	10	--	--	13.73	14.98	14.02
	12	13.71	13.15	--	--	--

NORMS

Part 1	9=	11.09
	10=	12.06
	12=	14.15
Part 2	9=	11.35
	10=	12.23
	12=	14.43
Part 4	9=	8.46
	10=	9.86
	12=	11.89

Formula for the weighing of mean scores on the CMI for 1975 and 1976 data.

	Number of Students
Northeast	400
Lincoln	450
East	490
Southeast	560
Total	1900

$n_{NE} + n_{LHS} + n_E$ = 1340 (CE Schools)

n_{SE} = 560 (Control School)

$\frac{1340}{1900} = .7053$

$\frac{560}{1900} = .2947$

x weighted = .705 (xce) = .295 (x control)
District

Formula for weighting of mean scores on the CMI for 1977, 1978 and 1979

$$x = \frac{n_1x_1+n_2x_2+n_3x_3+n_4x_4)}{n_1+n_2+n_3+n_4}$$

APPENDIX D

A SURVEY OF LINCOLN STUDENTS
(Adopted)

Circle the number of the correct answer

1. Grade: 1 = 10 2 = 11 3 = 12

2. Sex: 1 = Female 2 = Male

3. School: 1 = Lincoln High 2 = Southeast High 3 = East High
4 = Lincoln Learning Center 5 = Northeast High
6 = Pius X 7 = Other

PART I
CAREER PLANNING AND SCHOOL PROGRAM

4. Which one of the following statements best describes your current work situation? (Circle one number)

1. I am not working - either at a paid job or as a volunteer.
2. I am working at a paid job(s).
3. I am working at a volunteer job(s).
4. I have both a volunteer job(s) and a paid job(s).

5. Which one of the following best describes what you think you will do right after you leave high school? (Circle one number)

1. Full-time employment
2. Four-year college
3. Training beyond high school (two-year college, vocational-technical college, etc.)
4. Military service
5. Apprenticeship
6. On-job training without formal apprenticeship
7. Other
8. I don't know yet.

6. How certain are you that you will carry out your plans (question 5) right after leaving high school?

1. I am very certain
2. I am somewhat certain
3. I am not certain
4. I haven't made plans yet

7. Right now, how important do you think it is for you to have plans about what you will do right after you leave high school?

1. Very important
2. Important
3. Undecided
4. Not important
5. Very unimportant

8. How much thought have you given to what you would like to do as a lifetime occupation (career, work, job, etc.)?

1. Quite a lot
2. Some
3. Not much

9. Have you made a choice about your lifetime occupation (career, work, job, etc.)?

1. Yes, I have made a definite choice
2. I made a choice; it is not definite
3. No, I have not made a choice

10-23. How helpful has each of the following been in assisting you with your career plans? For these items use this key:

1 = Very helpful
2 = Helpful
3 = Undecided
4 = Not Helpful
5 = I have not used this resource

10. _____Career day at school
11. _____Guidance counselors
12. _____Materials and booklets from the guidance office
13. _____School library
14. _____Public library
15. _____Parents
16. _____Friends
17. _____Relatives
18. _____Teachers
19. _____TV, newspaper, radio (mass media)
20. _____Vocational interest tests
21. _____Talking with someone employed in the occupation
22. _____Visiting job sites
23. _____On-the job work experience

24-30. For the following use this key:

1 = Strongly agree
2 = Agree
3 = Undecided
4 = Disagree
5 = Strongly disagree

24. _____I would like help in finding a job during the school year.
25. _____I would like help in learning about different kinds of jobs.
26. _____I would like help in making decisions about my future plans.
27. _____In general, I think I am getting a good education at my school.
28. _____I think more career guidance is needed in grades 9-12.
29. _____I think it is necessary for me to have at least a high school education.
30. _____I have a good understanding of one or more of the ways a student can get school credit for working at a job outside of school.

PART II
CURRENT WORK EXPERIENCE

If you work at more than one job (either paid or as a volunteer), answer all the questions in Part II for the job where you spend the most time.

IF YOU ARE NOT WORKING AT THE PRESENT TIME DO NOT COMPLETE.

31. The kind of work I do is - (Circle only one number)

1. Sales (grocery and department stores, etc.)
2. Food service (restaurants)
3. Bookkeeping and office (clerical, stenographic)
4. Warehouse and delivery services
5. Construction
6. Automotive (garage, service stations, etc.)
7. Custodial and Maintenance
8. Child care and nursing care (young and old)
9. Manufacturing
10. Other: _____

32. How many school credit points will you receive this semester for your work?

1. No school credit points
2. Less than 5
3. 5
4. 6-9
5. 10
6. More than 10
7. I do not know how many credits I will receive

33. From which school-work program will you receive credit for this semester's work?

1. Cooperative - Distributive Ed
2. Cooperative - Office Occupations
3. Special Vocational Needs
4. Health Occupations
5. NYC
6. Work Study
7. DLP
8. LEX - HOT
9. Other, not listed here
10. I will not receive work study credit

34. How many of the classes or activities you have taken in school taught you things you use at your current work?

1. None
2. One
3. Several

Which classes or activities: _____

_____ _____

35. How many classes or activities you are now taking are teaching you things that you use at your current work?

1. None
2. One
3. Several

Which classes or activities: _____

_____

36-39. How will your current work experiences be helpful to you in your future?

Use this key for the following items:

1 = Strongly agree
2 = Agree
3 = Undecided
4 = Disagree
5 = Strongly disagree

36. _____My current work experience will not be helpful to me when I leave high school.
37. _____My full-time job will be different from this one, but some of the things I am learning will be useful.
38. _____My full-time job will be the same kind of work as this is.
39. _____I plan to have a part-time job similar to this one as I continue my education when I leave high school.

40. Who helped you the most to find the work you are now doing? (Circle only one number).

1. A teacher
2. A counselor/advisor
3. A work-study supervisor
4. My parents
5. An adult friend or relative
6. A teenage friend
7. I found it myself by reading want ads, using employment service, calling on employers.

41. My current job is a good one for me to have considering my school program and my future goals. (Circle one number)

1 = Strongly agree
2 = Agree
3 = Undecided
4 = Disagree
5 = Strongly disagree

APPENDIX E

EXPERIENCED BASED CAREER EDUCATION PROJECT
LINCOLN NEBRASKA PUBLIC SCHOOLS

1. What do you think students should learn at your site?

2. Do you think students in general want to learn the same things you want to teach them? _____Yes _____No

   Comment:

3. Has it been difficult for you to work with students who have varying interests?
   _____Yes _____No

   Comment:

   b) What kinds of situations or experience have caused you the most difficulty or discomfort in working with students?

4. What kinds of situations or experiences have been most productive in your dealing with students?

5. Have the students conducted themselves in a business-like manner?
   _____Yes _____No _____Usually

   Comment:

6. Do you have any recommendations to make which would help the EBCE project next year?

7. Would you encourage any of your colleagues to participate with the EBCE programs? _____Yes _____No

Comments:

APPENDIX F

Experience Based Career Education Project
Lincoln Nebraska Public Schools

Parent Questionnaire

1. What specifically has your son or daughter shared with you about his/her experiences in the EBCE program?

2. a) Are you in favor of your son or daughter's participation in EBCE?

   b) What are your reasons for favoring or disfavoring participation?

3. Do you think that EBCE has made any difference in . . . .

   a) the way your son or daughter looks at school?

   b) the way your son or daughter plans for future?

   c) the way your son or daughter thinks about work?

   d) the way your son or daughter acts at home?

4. Do you think EBCE was what your son or daughter expected it to be? If not, why not?

5. What do you think is the biggest advantage of a program like EBCE for your son or daughter?